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ABSTRACT

The facilitator's manual outlines a workshop schedule for training consultants in special education. The workshop is divided into two phases (change and leadership) with units which cover the following topics: resistance to change or to the change agent, levels of change, the change cycles, change processes, competition and confrontation, two dimensional/trait versus situational leadership, the Ohio State study to define empirically leadership behavior, and the effectiveness dimenstion of leadership. Step by step directions give alloted times for conducting various workshop activities. (SB)

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FACILITATOR'S MANUAL

CONSULTANT TRAINING WORKSHOP

ROCKY MOUNTAIN TEACHER CORPS NETWORK
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PHASE I: CHANGE

I. Resistance to Change or to the Change Agent

A. Introduction

1 min. 1. Say: A consultant is usually responsible for two functions. The first function is that of bringing about or facilitating some type of change. The second function is to provide the type of leadership that will accomplish the goals of the organization. In this workshop we will examine the process of change with regard to consulting and the change agent alternatives of the consultant from a leadership perspective.

5 min. 2. Utilize Transparencies 3C, 4C, 5C, and 6C to discuss the consultant's role as a planner for effective change.

B. Harmony Vs. Dissent

1 min. * 1. Distribute and ask participants to read handout titled Harmony Vs. Dissent.

1 min. 2. Ask participants to form groups of four.

3 min. 3. Ask group members to introduce themselves should introductions be necessary.

15 min. 4. Quartets discuss the content and application of the handout utilizing the following discussion questions: (Discussion questions should be placed on newsprint)

a. Do you agree with Warren Bennis' views on dissent?

b. Can you recall a consulting situation where a dissenter was present? How did you view the dissenter? How did you deal with the dissenter?

c. How did attitudes toward dissenters change in retrospect? (e.g. Martin Luther King, Daniel Ellsburg, and the Chicago Seven.)

C. Reasons for Resistance to Change

15 min. 1. In preparation for the film titled Coping with Change, quartets are asked to generate a listing of ten reasons whey they could expect people to resist change. (Two lists of the reasons people resist change should be made by each group.)

10 min. 2. Ask one member of each group to share and compare their list with another quartet.

5 min. 3. Introduce the film titled Coping with Change by Gordon Lippitt with the following comments:

a. Gordon Lippitt is one of the most respected Organizational Development consultants and writers in the United States.

b. Lippitt is working as an OD consultant in the film that you are about to view.

c. Lippitt will be listing fourteen reasons why people tend to resist change. (Facilitators' Note: Listing is as follows)

(1) Because of how it was initiated
(2) Objectives not clear
(3) Feeling of non-involvement
(4) Doesn't solve problem
(5) Poor communication
(6) Rewards not adequate
(7) Fear of failure
(8) Abrasive personalities
(9) Lack of trust
(10) Fear of manipulation
(11) Too much, too fast
(12) Fear of the unknown
(13) Satisfied with status quo
(14) Top management not involved

d. Following the film, you will be asked to redo your list of reasons for resistance to change in light of the input from the other group and the film.

35 min. 4. Show the film, Coping with Change.

15 min. 5. Ask quartets to select the two or three most common reasons for resistance to change in consulting situations and generate two strategies for each in overcoming that resistance.

__ min. * 6. Distribute and ask participants to read Consultant Workshop Objectives.

II. Levels of Change

5 min. A. Distribute and ask participants to read handout titled Levels of Change.

15 min. B. Ask participants to utilize the material and terminology in the Levels of Change handout to: (Place on newsprint)

1. Select a change that you might wish to effect in a "back home" consulting situation. (Give some thought to the selection of the situation as you will be referring to that change situation throughout the workshop.)

2. Utilizing your situation, upon which of the four levels of change will you be focusing? This may change as the workshop progresses.

3. Is it necessary to go through the levels in the sequence listed in the handout in facilitating change.

III. The Change Cycles

10 min. A. Introduce the directed and participative change cycles utilizing transparencies 16C and 17C. Emphasize the time and difficulty dimension, the difference between personal and position power, and the two different approaches that a leader might take when facilitating change.

Before participants read handout, The Change Cycles, explain the differences between position power and personal power.

Position Power emerges from externally imposed circumstances. An employer has position power over his employees, for example, or a teacher over his students because in each situation the levels of power had already been built into the roles.

Personal Power does not depend on previously defined positions or roles. Instead power emerges from one's personal characteristics - his ability to compromise, for example, or his winning smile.

5 min. * B. Distribute and ask participants to read handout titled The Change Cycles.

15 min. C. Ask groups to: (Place on newsprint)

1. Discussion

a. How can a consultant utilize both personal and position power?

b. Discuss the advantages and disadvantages of each cycle. (The trainer may wish to utilize transparencies 18C and 19C to summarize the discussion.)

10 min. 2. Consider a previous consulting situation as a change effort and apply the change cycle model. Pay attention to: (Place on newsprint)

a. Time for implementation

b. Did the change last after the change agent left?

c. What type(s) of power did the consultant have?

5 min. 3. Diagnose their "back home" consulting change situation in order to determine which change cycle would be the most effective and why in each participant's particular case. (The facilitator should point out that the change effort may well be a combination of the two change cycles.

IV. Change Processes

3 min. A. Utilize transparencies 20C, 21C, and 22C to introduce Lewin's three phases within the change process.

0 min. * B. Distribute and ask participants to read the handouts titled Change Process and Change Process - Some Examples. (Note that the second handout may raise some values questions.)

15 min. C. Ask individual participants to: (Place on newsprint)

1. Refer back to the "back home" consulting situation that they selected to plan for earlier in the workshop.

2. List three consulting strategies that they might do to facilitate the move through each of the three phases of the change process.

20 min. D. Ask quartets to: (Place on newsprint)

1. Share and discuss their plans for moving through the phases of change.

2. Add two more strategies (for a total of five) that could be utilized at each of the three phases.

3. Discuss their (the participants) value system in light of the different strategies (e.g. the examples on the last handout.)

V. Competition and Confrontation

A. Competition/Conflict

3 min. 1. Ask total number of participants to form four equal size groups to play the Red/Green game.

7 min. 2. Discuss the directions for the game.

a. Goals - Win as much as you can
- Do not be competitive

b. Rules - Distribute handout titled Scoring and announce that each small group will rate either red or green during each of ten rounds and that the scoring will be as outlined in the handout.

- You are not to confer with other members of the large group unless you are given specific permission to do so. This prohibition applies to noverbal as well as verbal communication.

- Each small group must agree upon a single choice for each round.

- You are to insure that the other members of the large group do not know your small group's choice until the facilitator reveals it.

- There are ten rounds to this game. During each round each small group will have one minute to make a choice for that round.

  (Facilitator note: Small groups may select a representative to negotiate with the other groups after Round Five. Round Seven is a bonus round and winnings and losings are multiplied by five. Round Ten is also a bonus round and winning and losings are multiplied by ten.)

25 min. 3. Play the game (utilize transparencies to explain and communicate scoring rules and transparency to record the score after each round.

2 min. * 4. Distribute handout titled Process Sheet to Follow Red/Green (Competition) Game. Ask individual participants to answer the first three questions.

10 min. 5. Large group discussion lead by facilitator on the following questions:

   a. Does the "you" in "win as much as you can" mean you as a small group or you as a total group?

   b. How does the large group's net score compare to the possible net score?

   c. How does this experience relate to consulting situations?

   d. What are the effects of competition? Of collaboration?

   e. How could competition be used positively in a consulting situation?

15 min. 6. Small groups discuss their answers to the questions on the top half of the page and discuss the questions on the bottom half of the handout titled Process Sheet to Follow Red/Green Competition Game.

B. Confrontation, Search, Coping

5 min. 1. Instruct participants that they are now going to see a second Gordon Lippitt film. The film is titled Confrontation, Search, and Coping. Utilize transparencies 23C, 24C, and 25C to introduce the film. Also note that Lippitt will be taking a group through the phases of Confrontation, Search, and Coping while he is explaining each of the phases.

35 min. 2. Show film

10 min. 3. Small groups share their reports in the large groups. (Newsprint for writing a report should be made available to each small group).

15 min. 4. Distribute handouts titled Conflict Management (Win/Lose and Win/Win and Win/Win vs. Win/Lose). Announce that the first handout lists behavior that lend themselves to Win/Lose situations and those behaviors that lend themselves to Win/Win situations. Allow time for reading and studying. The second handout discusses Win/Lose and Win/Win situations in more detail.

5. Distribute and ask participants to read handout titled Managing Intergroup Conflict.

VI. Case Study

5 min. 1. Distribute and ask participants to read The PL 94-142 Consultant.

20 min. 2. In groups have participants discuss the following:

a. What level of Change are you working with?

b. What types of confrontation do you see?

c. How might you design the Change process to deal with this group (strategies for Unfreezing, Change, and Refreezing)?

d. How would you make the workshop a Win/Win situation?

PHASE II: LEADERSHIP

I. Introduction

5 min. A. General Comments on Leadership

1. Introduce the definition of leadership with transparency #1L, which defines leadership as "working with or through people in order to obtain a goal." This is the working definition of leadership which underlies this workshop.

2. Introduce the concept of leadership with the two transparencies #2L and #3L. They contain information which represents some of the most recent research on leadership. Again, this is research which informs this workshop. #2L emphasizes the situational aspect of leadership; #3L emphasizes that most leaders behave differently than they think they are behaving in leadership situations. (Both of these points will be further pursued in the next activity.)

15 min. B. Inventory of Personal Leadership Style

1. Distribute LASI Self handout (#1). Introduce this handout with the following explanation:

   This instrument is a self-inventory to help you identify your personal leadership style. Be totally honest when completing the inventory. Remember that the situations are based on behavior -- not what you think should be done, but what you think you would actually do in that situation. The results will be seen only by you, unless you choose to share them with somebody else.

2. When all have completed the inventory, ask them to put it aside for now. Each person will score his own inventory later in the workshop. (Facilitator's note: The LASI Self is given early so that an individual's performance on the inventory is not influenced by the materials of the workshop. You may or may not wish to share this explanation with the participants.)

3. Show transparency #4L which introduces the idea of personal change. Discuss the transparency in the context of the LASI Self inventory which they have just taken. If change in leadership style is one of the potential goals of the participants, then the inventory will help them see more clearly the starting point of their change.

C. Leadership Behavior

1. Distribute the handout, Leader Behavior and ask participants to read.

2. Place the following on the blackboard or newsprint:

1. Definition of Leadership--how does it relate to your job description as a consultant.

2. Trait vs. Situational Leadership--do you agree with the points made about this distinction?

3. Have you changed to meet situations? When? How? With what results?

3. Ask the participants to spend 10 or 15 minutes discussing the points that have been placed on the newsprint.

II. The First Dimension

20 min. A. Defense of Models and Theories

1. Begin this activity by showing transparencies #8L and #9L; both of which defend the need for models and theories of leadership rather than seat-of-the-pants hunch playing. Supplement the transparencies with the following input:

As you've seen from our objectives, this workshop relies heavily on models and theories that have grown from current research on leadership. We're hoping to leave you with ideas that you can eventually utilize in your back-home consulting situations. In keeping with this goal, we're also hoping that you will, in your small groups, concentrate on the ideas presented; and when discussing particular problems (from our activities on your own situations), you will discuss them in the light of these ideas. The experiences and inputs of the workshop are structured around 3 different models of Leadership. We have named them the one-dimensional, two-dimensional, and three-dimensional models. Each model builds on the concepts of the preceding, and the order of the three represents the chronological development of theories about leadership. The workshop will proceed through each of these three, concluding with the three-dimensional model which is the most comprehensive (hence the bulk of the workshop materials will develop it). All of the models are further related by two underlying premises:

a. That leadership is situational, i.e. different leadership behaviors are required for different situations.

b. That leadership is learnable, i.e. leadership involves skills which can be learned and practiced.

B. Multiple Consulting Approaches of the Change Agent

1. Begin with the following input:

Later in this workshop, we will be emphasizing a three-dimensional model of leadership. This model, as I've said before,

reflects the general trend of most current research on leadership. Hence, we will spend enough time with it in order to make it a working model for back-home situations. But first we will have some experiences related to the more dated one- and two-dimensional models. We're following this sequence for three reasons: (1) we want you to gain an overview of the historical development of leadership theories, (2) the concepts of each model build upon the other, and (3) most of us were trained on the one-dimensional model, and seeing more recent theories might help us to see the need for a more comprehensive approach.

2. Distribute the handout, Authoritarian--Democratic--Laissez-Faire Leader Behavior (#5), identifying it as a common one-dimensional model. Transparency #10L also depicts this model.

3. When the participants have completed reading the handout, ask them to meet in small groups and briefly discuss the one-dimensional model. Some possible discussions points:

   a. Are you familiar with this model? Where did you learn it? Do you use it? Results?

   b. How are one's basic assumptions of man (man basically dislikes worker, therefore needs to be directly controlled, etc. or, man can exercise self-direction and self-control.) reflected in his leadership styles?

   c. What are your assumptions? Where do you fit on the "Continuum of Leader Behavior?"

4. Begin with the following input; (Use Transparenciy #10L and)

   In order to tie leadership more closely to the consulting role, we will present the following information which gives a correlation of the Authoritarian--Democratic--Laissez-Faire continuum to a consulting continuum.

5. Distribute and direct participants to read the handout, "Consulting Alternatives."

6. In small groups have participants discuss the following: (Place on blackboard or newsprint)

   a. How does the one-dimensional leadership continuum relate to the consulting alternatives?

   b. Which of the consulting alternatives do you generally use?

III. The Second Dimension

10 min. A. Ohio State Study

1. Begin with this input which introduces the concept of two-dimensional leadership.

   Some of this input is repeated in the next handout, but the points are important enough that I would like to mention them before you begin reading.

   In 1945, researchers from Ohio State attempted to define empirically leadership behavior. At first confronted by a mass of seemingly unrelated data, they eventually found that 98% of all leadership behavior fell into two categories. The first category, which they termed INITIATING STRUCTURE, was characterized by a basic concern for product; the second category, CONSIDERATION, was characterized by a concern for people. The Ohio State researchers originally concluded that this dichatomy represented the Authoritarian--Democratic Continuum (one-dimensional model) and proceeded to classify leaders along this line. But this kind of classification implies that a leader who is high, for example, in structure must necessarily be low in concern; and the researchers found that many leaders could be high in both structure and task, or low in both, or in some other combination. In other words, a one line (one-dimensional) continuum was not enough to describe even most basic leadership styles. Another line (a second dimension) was needed, one that would allow for this complexity. The handout I am going to give you describes Ohio State's response to this problem, and the other two-dimensional models we will look at are responses similar to that of Ohio State.

2. Distribute the handout, Two-Dimensional Model of Leadership (#6). After the participants have finished reading, discuss the content of the essay with the large group clarifying further, if necessary, the distinction between the one- and two-dimensional models, and reviewing the four quadrant system used by Ohio State.

3. Further discuss the substitution of the "consulting alternatives continuum" for "Initiating Structure."

20 min. B. T-P Leadership Model

1. Distribute the handout, T-P Leadership Questionnaire (#7). Instruct participants to complete it, reminding them again that they need not share the results with anybody.

2. Have each participant score his own questionnaire as follows:

   a. Circle the item number for Items 8, 12, 17, 18, 19, 30, 34, and 35.

b. Write the number 1 in front of a circled item number if you responded S (seldom) or N (never) to that item.

c. Also write a number 1 in front of item numbers not circled if you responded A (always) or F (frequently).

d. Circle the number 1's which you have written in front of the following items: 3, 4, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 35, and 35.

e. Count the circled number 1's. This is your score for concern for people. Record the score in the blank following the letter P at the end of the questionnaire.

f. Count the uncircled number 1's. This is your score for concern for task. Record this number in the blank following the letter T.

3. Distribute the handout T-P Leadership Style Profile Sheet (#8), asking each person to determine his own "shared leadership" score.

20 min. C. Blake & Mouton Grid

1. Introduce the Blake & Mouton Grid, using handout (#9), The Managerial Gride Leadership Style, transparency #11L, and the following input:

The Ohio State study and subsequent studies (such as the T-P Leadership Model) imply that a preferred style of leadership does exist. In T-P terms, this would be represented by a high score in shared leadership. We would like to related the Ohio State quadrant model to another two-dimensional quadrant model, the managerial grid of Blake & Mouton. You can see the relationship between this and the Ohio State model. "Concern for people" is substituted for "Consideration" and "concern for production" is substituted for "Initiating Structure." But again Blake & Mouton are implying an ideal leader, in this case the "9-9" or "team" man. Obviously, their terms do little to cover their biases. Plot yourself on this chart, using the scores from your "T-P Leadership" materials. Though the numbering systems are different, you can roughly estimate your classification according to their terminology. For example, concern for task has a potential of 20 points; therefore, if you have more than 10 points you are in the task or team quadrant. Concern for people has a potential of 15 points. Anything above a 7 would indicate that you are in the Country Club or team quadrant. Scores lower than 10 or 7 would, of course, place you in other quadrants.

2. After participants have completed the above, ask them to meet in small groups and discuss the following: (Place on newsprint)

a. Are you what you expected?

b. Do you think others perceive you in this manner?

IV. The Effectiveness Dimension

35 min. A. Situational Leadership

1. Introduce the situational aspect with the following input:

   The next handout I give you begins with a question and by now the answer to the questions should be obvious. I would like you to read through the handout and meet with your group to discuss briefly its content (if necessary). You should note that the terms used in this handout are task and relationships, and these are the two we will retain for the rest of the workshop.

2. Distribute the handout Is There A Best Style of Leadership (#10). A'low time for questions and discussion.

3. When discussions are completed instruct the small groups as follows:

   I would like each group to generate as many factors as possible that help determine whether a leader must exhibit behavior that is primarily task behavior or behavior that is primarily relationship behavior. Time could be an example of a factor; if time is limited, then a leader would probably have to exhibit task behavior. In your groups, generate as many other factors as you can. Keep in mind that you are to look at this from a consulting view.

4. After about 15 minutes, ask groups to reduce their list down to five basic factors for each kind of behavior.

5. On newsprint, record the factors of each group. As facilitator, you should also attempt to combine their factors into a limited number of categories. (Typical categories--money, time, previous successes, number of people involved, experience of participants, expectations of people involved, etc.) Also instruct the participants to save their lists. They will be relevant later in the workshop when participants begin working on their back-home situations.

6. With the large group, process the results on the newsprint. The discussion might take several directions, for example --

   a. Why aren't good decisions implemented? (Because factors aren't considered, nor are appropriate leader behaviors to implement decisions).

   b. If you wanted to implement change, how could you use these factors as a tool for discovering appropriate leadership styles?

c. What are some factors in your setting that might dictate more or less task or authoritarian behavior? More or less relationship behavior?

35 min. B. Adding The Third Dimension

1. Introduce the third dimension with this input:

We're going to move now from factors to behaviors. Also, the next few activities will begin involving us in the third dimension of leadership, which we call the effectiveness dimension. This dimension involves the leader in selecting the right leadership style. Remember that the first dimension utilized a simple line continuum ranging from Authoritarian to Democratic leadership. This continuum implied that a leader who was high, for example, in a democratic (relationship) style would necessarily be low in an Authoritarian (task) style. The second dimension added a second line, and by identifying four basic leadership styles, revealed that a leader could be both high in task and high in relationship. In other words, the two categories of task and relationship were not mutually exclusive--a leader could participate in both. The third dimension adds a third line (as you'll see on the next handout) and implies that an effective leader is not only one who knows and can implement the basic leadership styles but is also one who knows when to use them. He uses, in other words, diagnostic skills as part of his leadership.

2. Distribute the handout The Tri-Dimensional Leader Effectiveness Model (#11). Ask participants to read both of its sections.

3. When all have finished reading, ask participants to meet in small groups. Ask them first to review the definitions on Page Two of The Tri-Dimensional . . . handout, and then to identify five task and five relationship behaviors that a principal or superintendent could exhibit. (For example, a task behavior: tell somebody to use a particular approach to solve a problem. A relationship behavior: asking a teacher for her opinion on a given subject.)

4. After about 10 minutes, have groups share their results with other groups using the round-robin method. (That is, one person in each group goes to another group to discuss what his group listed). As facilitator, you might suggest the following discussion points for these brief sharing sessions:

a. What commonalities existed among the two groups' lists? What differences?

b. Are some of what you've listed as behaviors, really attitude

c. Does task behavior have to be forceful or dictatorial?

5. Show transparency #12L which identifies the four basic leadership styles. Then, read the following quotes, pausing after each so that participants can process the quotes by (1) determining what style is being used, (2) is the style appropriate?, (3) if not, which style should have been used? Remind them that again, as in the previous activity, they are relating behaviors to leadership styles:

   a. "I feel there are no longer any needs for my services here, so I'll be leaving." (Quadrant 4, may be appropriate, the consultant has helped the group to no longer need him.)

   b. "I can give them their tasks and they start out well but seem to be quitting after a short time. I can't babysit them." (Quadrant 3, should be in Quadrant 2, consultant has overestimated their maturity.)

   c. "I've been using tons of positive reinforcement on the group. They do excellent work if I just give them the idea, but now they seem to resent me." (Quadrant 3, should be 4, consultant is underestimating the maturity of the group.)

   d. "I've gone out with them all and I know they like me, but they aren't doing their exercises now and the whole process isn't working like it was last week." (Quadrant 3, should be 2 or 1, consultant has not adapted to changing maturity, overestimated.)

C. Diagnosing The Situation

1. Begin with this input:

We have already suggested that an effective leader must be something of a diagnostician. He must be able to diagnose a situation and determine what leadership behavior would be most effective for that particular situation. In previous activities, we have already had some practice in diagnosis. By placing leaders and followers in quadrants, you were, in effect, diagnosing the situation and the leadership style needed for the situation. Our next activities will continue with the process of diagnosis.

2. Introduce the Immaturity-Maturity Theory with handout (#12) Immaturity-Maturity Theory. For reinforcing the four criteria mentioned in the handout use transparencies #13L, 14L, 15L, and 16L. Transparency #17L can also be used to supplement this introduction. The transparency emphasizes that movement from immaturity to maturity is essentially movement from external control to internal control. After presenting and discussing this introductory material, ask participants to meet in small groups and discuss the following (on newprint):

a. What quadrant must a consultant move members of a group to in order to leave? What does this imply?

b. How can a consultant help people to grow toward maturity? (Give examples.)

3. Distribute the handout Differing Levels of Maturity (#13). Ask participants to read it, then discuss the following with their groups:

a. What is the tie-in between the quadrant model and the immaturity-maturity theory?

b. What are some past experiences where you have failed or succeeded in diagnosing a situation? With what results?

c. Is it possible to "Contract" a leadership style? (i.e. where subordinates and superiors agree on the appropriate leadership style to be utilized?)

20 min. D. Diagnosis of Individual Styles

1. Distribute the handout LASI Self (#14) which is a scoring manual for the LASI Self inventory taken earlier in the workshop. Process their scores by following the directions in the handout. Transparency #18L may be used to complement this activity.

2. When they have completed scoring, further process this activity with the following input:

a. The quadrant with the largest # of responses is your basic style.

b. Any quadrant with two or more is a supporting style. The number of supporting styles gives you some idea about your flexibility.

c. Your effectiveness dimension score indicates your diagnostic skills. A +6 to a -6 is an average score (without training).

3. "Are you what you thought?"

35 min. E. Life Cycle Theory

1. Distribute the handout Life Cycle Theory (#15). Allow time for reading and then discuss it with the large group. You may also utilize as a visual transparency #19L. (Even though a new term is introduced, this input is largely a review and synthesis of previous concepts.)

2. Introduce the game Situational Management Simulator. (The game is part of the required materials for the workshop. It will be

necessary to study in advance the game and direction booklet in preparation for this activity). Form teams and play until one team is declared a winner. Seating should be arranged so that each team can make consensus decisions. (At least 60 minutes should be allowed. Small side bets have been known to increase the motivational level of this game.)

3. Distribute the handout Educational Setting and The Life Cycle Theory (#16). Instruct participants to read and then meet with their small groups to discuss their back-home consulting situation in the light of this input. Are they, for example, utilizing the right leadership style for the maturity level of their subordinates? Also ask them to consider it not only as a diagnostic tool but also as an overlay for long-range planning. The following could guide their discussions of this second point.

   a. How should Life Cycle Theory be a consideration for a consultant?

   b. How would you build these considerations into your plans? (For example, in a school system--how could the structure of a K-12 system facilitate student growth from immaturity to maturity?)

4. Distribute the case study handout titled Mountain High and instruct participants to utilize the consultant study sheet to determine strategies for dealing with the Mountain High situation.

V. Analysis

CASE STUDY: P. L. 94-142 CONSULTANT

The Principal has arranged for her staff of thirty teachers and aides to become involved in a workshop introducing them to the legal implications of The Education of All Handicapped Children Act, Public Law 94-142. There has been a directive from the Central Office that implementation of the law must be in effect the following school year.

The idea of "Mainstreaming" has been presented as a near future goal for a class of five mentally retarded children.

You, as the consultant for the workshop, will need to consider the following salient points:

1. There is very little awareness on the part of the staff about the law.
2. A fraction of the staff feels that handicapped children don't belong in the regular classroom.
3. The special education teachers feel that they are being phased out.
4. There is very little involvement with the staff in shared decision-making.
5. The Principal religiously follows the Superintendent's directives.
6. Staff meetings/inservice sessions have always been directed by the Principal as an information-dispersing time.
7. Teachers feel their school day is long enough without having a two-day, six-hour workshop.